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A Study of Faculty Meetings in Selected Elementary Schools in Iowa and Their Implications for the Philippine Schools

Romeo Villar Carleta

A STUDY OF FACULTY MEETINGS IN SELECTED ELEMENTARY

SCHOOLS IN IOWA AND THEIR IMPLICATIONS

FOR THE PHILIPPINE SCHOOLS

An Abstract of

A Thesis

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

UNIVERSITY OF NORTHERN IOWA

by

Romeo Villar Carleta

August 1967

ABSTRACT

The Purpose

It was the purpose of this study (1) to investigate current practices in conducting teachers' meetings in some selected elementary schools in Iowa and the United States and (2) to formulate some guidelines that can help Filipino elementary school administrators and supervisors improve their practices in conducting teachers' meetings.

Procedures

The questionnaire was the major research tool used to investigate current practices in conducting faculty meetings in selected elementary schools in Iowa. In the construction of this device, the first step undertaken by the researcher was to make an intensive review of the available literature on the subject. The purpose in doing this was to help determine the items to be included in the questionnaire.

The questionnaires were sent to the original eighty school principals in Iowa who were selected to participate in this study. The study was limited to sixty schools whose principals returned completed questionnaires.

Summary and Interpretations of the Study

The following include the major findings of this study:

1. There was a tendency to use bulletins as a means of

reducing the number of faculty meetings.

2. Mondays and Wednesdays were the days most commonly chosen for holding these meetings, with no meetings ever held on Fridays and Saturdays. The great majority of the principals held their meetings after the close of the school in the afternoon with thirty to sixty minutes as the average length of these meetings. These findings are in agreement with information presented in the literature reviewed.

3. There was excellent teacher attendance during the entire school year as illustrated by the fact that in over one-third of the schools, the attendance was one hundred per cent. A major reason for this high level of attendance may have been the opportunities provided for full participation in the discussion. Apparently a wide variety of topics was included in the discussions and some attention was given to the newer practices and trends in education.

4. Over three-fourths of the respondents noted that an agenda was prepared prior to each meeting. It is important to note also that, according to the literature on faculty meetings, there is a trend toward the inclusion in the agenda items suggested by the teachers themselves.

5. Over three-fourths of the schools reporting indicated that they served refreshments at some or all meetings. This practice is supported by numerous suggestions made in

the literature on faculty meetings.

6. There was evidence of some use of educational media such as the overhead projector, films, and tapes in giving vitality and meaning to faculty meetings.

7. In large part the faculty meetings were presided over regularly by the principal.

Implications of the Study for Philippine Schools

Although there are a number of implications in this study for faculty meetings in American schools, the primary purpose was to use the data gathered as a source of suggestions for improving faculty meetings in school systems of the Philippines. The apparent implications of this study are set forth in the guidelines under four headings: (1) Objectives of Faculty Meetings, (2) Planning the Meetings, (3) The Agenda, and (4) Conducting the Meetings.

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has been approved as meeting the thesis requirement for the

Degree of Specialist in Education.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

There is need for wisely planned faculty meetings to
improve instruction, as the great demand for teachers
creates a situation whereby many poorly qualified persons
are employed. The faculty meeting is one of the most com-
mon devices used to develop the teachers in service.

Wiles claimed that the literature of supervision
recommends faculty meetings as a means of improving the
quality of a staff and the school program. Unfortunately,
he found that most teachers rate faculty meetings very poor
places for securing ideas about better teaching, thus
teachers lack enthusiasm for such meetings.[1]

There are many reasons why teachers are dissatisfied
with faculty meetings. "One of the major causes of dissatis-
faction with faculty meetings is the amount of time devoted
to matters which should be handled elsewhere."[2] Other
teachers criticize them for being principal-dominated,

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[1]Kimball Wiles, Supervision for Better Schools (New
York: Prentice-Hall, Inc., 1950), p. 150.

[2]Arthur C. Hearn, "How Can Faculty Meetings Become
Effective Professional Experiences?" National Association
of Secondary-School Principals Bulletin, XLII (April, 1958),
p. 83.

rather than planned with and for the teachers. They believe

that these meetings are monotonous and poorly planned. This

negative attitude of teachers is reflected in the remark of

a teacher, "It's not a question of having good faculty meet-

ings; that's impossible. It's a question of having one less

boring."[3]

A survey of literature revealed that in the United

States there are many teachers and administrators who feel

there is a great need for improved faculty meetings. It

showed that there are many changes being made in some school

systems to improve them. This could best be summed up by

Stuckey, who stated:

> The past history of the teachers meeting in many
> communities has been that the supervisor scheduled
> the time and place of the meeting, selected the con-
> tent, prepared a more or less informed, scholarly
> presentation, delivered it, asked half-heartedly for
> comments and closed the meeting when few were
> offered. . . . With the rise of the principles of
> group dynamics and "democratic" supervision many
> supervisors have tried to transform the teachers
> meeting into an opportunity for exploring problems
> together and for sharing experiences.[4]

I. THE PROBLEM

Statement of the problem. It was the purpose of this

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[3]Margaret E. Mann, "Faculty Meetings--Dead or Alive?"
Clearing House, XXX (November, 1955), p. 158.

[4]Margaret M. Stuckey, "Teachers Look at Teachers Meet-
ings," Educational Leadership, XIII (April, 1956), p. 439.

study (1) to investigate current practices in conducting teachers' meetings in some selected elementary schools in Iowa and the United States and (2) to formulate some guidelines that can help Filipino elementary school administrators and supervisors improve their practices in conducting teachers' meetings.

Importance of the study. This study will be of particular interest to Filipino educators. Oftentimes, tradition and lack of knowledge are factors that hinder progress and change. Therefore, any information that can give new insights and ideas will be useful. Certainly, there are many principals and supervisors in the Philippines who will be interested in knowing some of the current practices in the United States in conducting faculty meetings, with a view to adopting those which appear to be more promising.

The limited time and the great distance between the Philippines and the United States were factors prohibiting this investigator from conducting a survey that would ascertain Filipino teachers' attitudes toward faculty meetings. However, on the basis of his experience as a classroom teacher for six years in the Philippines, he is convinced that there are many faculty members in the Philippines who do not have favorable attitudes toward such meetings. Only a few comments from the Philippines were found. One of

those was the statement of Fresnoza and Casim who indicated
that, since faculty meetings are very often held only to
discuss routine matters, such meetings should be minimized
to free teachers for other more important in-service train-
ing activities.[5]

Gregorio asserted that some superintendents, princi-
pals, and supervisors in the Philippines hold faculty meetings
chiefly to acquaint the teachers with school routine. He
believed that the teachers' meeting, to be of value, should
begin with problems which arise out of specific situations in
the school. Furthermore, he suggested that the meeting
should provide for opportunities in which relevant ideas or
plans of actions are discussed as possible ways of solving
problems.[6]

Assumptions made. In order for the investigator to
formulate guidelines that can be used in the Philippines, the
following assumptions were made: (1) Much of the dissatisfac-
tion with teachers' meetings in the United States is also
felt by teachers in the Philippines; (2) there are some

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[5]Florencio P. Fresnoza and Canuto P. Casim, Essentials
of Philippine Educational System (Manila: Abiva Publishing
House Inc., 1964), p. 270.

[6]Herman C. Gregorio, School Administration and
Supervision (Quezon City, Philippines: R. P. Garcia
Publishing Company, 1961), pp. 376-77.

useful practices that are being followed in the United States in conducting teachers' meetings; and (3) it is possible to adopt those practices in the Philippines, considering that many of the features of education there are patterned after those of the United States.

Limitations of the study. This study is limited to showing some of the current practices in conducting faculty meetings in sixty elementary schools in Iowa. The proposed guidelines for teachers' meetings noted later were the result of this investigation and a survey of literature dealing with these meetings.

It will not be the purpose of this research project to evaluate the effectiveness of these practices and changes in teachers' meetings. It would be presumptuous on the investigator's part to suggest to principals and supervisors which practices are best for their schools. The purpose is to present the results of the study to those who may be interested in learning about important practices in this area of in-service education.

Since there are many types of teachers' meetings, there is a need to note that the particular concern of this researcher is with meetings held in individual schools.

II. DEFINITIONS OF TERMS USED

Faculty. This term refers to the principal and

teachers of elementary and secondary schools.

Faculty meeting. Good defines faculty meeting as:

> . . . a gathering of some or all of the educa-
> tional staff members of a school for the purpose
> of discussing professional problems, hearing
> announcements, receiving instruction, planning
> studies or committee activities, planning the
> school's program, determining or recommending
> policies, or listening to reports or addresses.[7]

In this particular study, the term faculty meetings refers to those gatherings attended by elementary or secondary school teachers and which are scheduled by principals or supervisors.

Faculty meetings will be used interchangeably with teachers' meetings.

Administrative policy. This is a statement adopted by a board of education or its agency outlining principles to be followed with respect to specific matters. Its implementation is mandatory to some degree.[8]

III. ORGANIZATION OF THE THESIS

Chapter I. Chapter I includes a statement of the problem, importance and limitations of the study, the

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[7]Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 222.

[8]Ibid., p. 15.

assumptions used, and definitions of terms used.

Chapter II. Chapter II is a review of the literature related to the faculty meetings.

Chapter III. Chapter III gives the methods and procedures used by this writer to explain how the questionnaires were constructed and used.

Chapter IV. Chapter IV presents the results of the investigation. Most of the responses to the questionnaires are shown in table form.

Chapter V. Chapter V gives the summary and interpretations of the study.

Chapter VI. Chapter VI presents the implications of the study for Philippine schools in the form of guidelines.

CHAPTER II

REVIEW OF THE LITERATURE

The literature reviews four areas: (1) Importance,

Purposes, and Types of Faculty Meetings, (2) Criticisms of

Faculty Meetings, (3) Trends and Changes in Faculty Meetings,

and (4) Suggestions for Improvement of Faculty Meetings.

The writers of the last twenty years have been in

common agreement on their discussions of faculty meetings.

References cited reflect this common observation.

I. IMPORTANCE, PURPOSES, AND TYPES OF FACULTY MEETINGS

An analysis of the importance and purposes of faculty

meetings shows why there is a need for revitalizing and

improving them. The importance of faculty meetings was

noted by several writers. Wey said, "Faculty meetings, now

an American tradition, were conceived as a positive force for

teacher and school improvement."[1] Wiles indicated that

faculty meetings:

> . . . are described as opportunities for coopera-
> tive thinking, for staff planning, for the presentation

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[1]Herbert W. Wey, "How Can Faculty Meetings Contribute
to Professional Growth?" National Association of Secondary-
School Principals Bulletin, XLV (April, 1961), p. 56.

of stimulating talks by resource people, for getting to know the total school, and for the interchange of ideas--all of which result in growth for the staff member.[2]

Giles studied the literature on faculty meetings from 1945 to 1955. She concluded that the professional faculty meeting holds great promise as a method of improving instruction and promoting teachers' growth in-service.[3]

The importance of faculty meetings in promoting communication among the members of the staff was mentioned by many educators. According to Price:

> Faculty meetings can be a boon or a bane--but they are a necessity. Be the school large or small, the exchange of ideas, the fellowship, the communication which takes place at faculty meetings are essentials of smooth school operation.[4]

Hicks and Jameson claimed that regular meetings are recognized as "world beaters" for the exchange and dissemination of information.[5]

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[2]Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950), p. 150.

[3]Ruby T. Giles, "A Study of Recent Literature on the Improvement of Teacher-Growth through Faculty Meetings" (unpublished Master's thesis, DePaul University, Chicago, 1956), p. 34.

[4]Nelson C. Price, "How Can Faculty Meetings Become Effective Professional Experiences?" National Association of Secondary-School Principals Bulletin, XLII (April, 1958), p. 80.

[5]William V. Hicks and Marshall C. Jameson, The Elementary School Principal at Work (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 32.

Ayer gave a rather comprehensive list of the purposes of faculty meetings. These are:

1. To reach an agreement as to the philosophy that governs the group's goals.

2. To unify the efforts of the entire educational staff.

3. To improve old practices.

4. To discover problems for special study.

5. To carry on special projects for the improvement of instruction.

6. To plan the integration of newly adopted practices into the standard program.

7. To explore the value of standard supervisory activities and administrative policies.

8. To study community-school relations.

9. To develop morale.

10. To discover and utilize special talent.

11. To exemplify good group action.

12. To inspire teachers' professional enthusiasm.[6]

The purposes to be accomplished usually indicate the types of faculty meetings. There are three types according to Ayer. These are (1) meetings for routine administrative purposes, (2) meetings for social purposes, and (3) meetings dealing with the improvement of instruction.[7]

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[6]Fred C. Ayer, Fundamentals of Instructional Supervision (New York: Harper and Brothers Publishers, 1954), pp. 80-83.

[7]Ibid., p. 80.

Fowler classified the faculty meetings into two types. He called the first category the administrative type, where the principal communicates to the faculty purely routine matters necessary to the operation of the school. The other kind of meeting was the in-service or professional-growth type where the members of the faculty assume leadership roles in studying the problems of vital interest to the teachers and in formulating policies. He also included in this second category meetings or gatherings of the faculty for purely social purposes which help in building unity and morale.[8]

Many writers agreed with Ayer and Fowler in their classification of faculty meetings. However, a different listing of type was given by Peterson. In his opinion, the four types of teachers' meetings are (1) the general staff meeting, (2) the departmental meetings, (3) the professional association meeting, and (4) the special meeting which may include a cross-section group with similar interests.[9]

II. CRITICISMS OF FACULTY MEETINGS

This researcher has indicated in Chapter I that there

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[8]F. L. Fowler, "How Can Faculty Meetings Be Used Most Effectively?" National Association of Secondary-School Principals Bulletin, XLI (April, 1957), p. 59.

[9]F. M. Peterson, "How Can Faculty Meetings Be Used Most Effectively?" National Association of Secondary-School Principals Bulletin, XXXVIII (April, 1954), p. 122.

are many reasons why teachers are dissatisfied with faculty

meetings. A more extensive presentation of such criticisms

is given in this section. The reason for including these

criticisms in this study is to show the need for taking

positive steps on the part of educational leaders to improve

faculty meetings.

> In a way, teachers and principals who feel that
> staff meetings are inadequate are fortunate. A
> staff intent on improvement of meetings would start
> out with overt dissatisfaction and this is a healthy
> sign that improvement is possible.[10]

The need to improve the faculty meeting was also

stated by Stoops and Rafferty. They believed that the faculty

meeting is perhaps the most neglected in-service training

method.[11] This implies that steps must be taken to make

faculty meetings more effective and useful to the teachers.

Emery claimed that too often many of the faculty

meetings come under one or more of the following groupings:

(1) a boresome discussion of vague aims, (2) an opportunity

for finding fault, (3) a tiresome discussion of localized

regulations, (4) an occasion for arguments, and (5) one of

those hesitant meetings where the leader tries to draw out

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[10]Leonard L. Lasnik, "Faculty Meetings Can Be Better," CTA Journal, LV (April, 1959), p. 16.

[11]Emery Stoops and M. L. Rafferty, Jr., Practices and Trends in School Administration (Boston: Ginn and Company, 1961), p. 454.

individual comments.[12]

Elsbree and Reutter stated the following as the reasons why faculty meetings are not popular with the rank and file of teachers:

> This fact is due in part to the intrusion which these meetings have usually made on the teacher's free time, and in part to the unimaginative nature of the meetings themselves. Often teachers are bored with both the content and the method of presentation, and find little experience which relates to their own problems and concerns. . . . Often there is little relationship between what is presented or discussed at a faculty meeting and the basic problems confronting the staff.[13]

Three reasons were given by Fay as to why faculty meetings are frequently very unpopular. First, he felt they were poorly planned. Second, he believed they were unprofitable because most of the topics discussed are about routine school matters which could be handled by means of bulletins issued by the office. The third reason was that they serve as an opportunity for officials and administrators to air complaints.[14]

Vredevoe, Professor of Education at the University

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[12]James N. Emery, "Teachers' Meetings Can Be Enjoyed," The Nation's Schools, XL (November, 1947), p. 30.

[13]Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools (New York: Prentice-Hall, Inc., 1954), pp. 226-227.

[14]William F. Fay, "How Can Faculty Meetings Stimulate Professional Growth?" National Association of Secondary-School Principals Bulletin, XL (April, 1956), p. 264.

of California in Los Angeles, made an intensive study of

faculty meetings. He based his study on his observation of

sixty-two faculty meetings in different secondary schools

and on the interviews he and his students had with teachers.

He concluded that dissatisfaction with faculty meetings was

found to exist in schools where:

1. Administrative matters which could be handled
   by bulletins or announcements consumed the
   major part or all of the faculty meeting time.

2. Faculty meetings were not scheduled in advance
   but called on short notice and without regard
   to factors which make it difficult for teachers
   to meet.

3. Meetings were designed and planned entirely by
   the administrators or his assistants.

4. Meetings were not well organized or efficiently
   conducted. Some teachers believed that the
   training of administrators as well as teachers
   failed to stress the methods and techniques of
   conducting professional meetings.

5. There were no definite time limits so that teachers
   could plan on an appropriate dismissal time.

6. Faculty meetings were always scheduled during a
   teacher's free time.[15]

III. TRENDS AND CHANGES IN FACULTY MEETINGS

Steps have already been taken in many schools in the

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[15]Lawrence E. Vredevoe, "How Can Faculty Meetings
Be Made More Professional?" National Association of
Secondary-School Principals Bulletin, XL (April, 1956),
pp. 111-112.

United States to improve faculty meetings. While this is

not nationwide in scope, changes are already being imple-

mented by many administrators in response to the criticisms

of teachers' meetings. Robbins indicated it could not be

denied that some of the poor practices in conducting faculty

meetings had existed in the past and may continue to exist

in some schools today. However, he felt that it is hard to

believe that in the present climate of democratic school

administration these poor practices are in general use.[16]

Hughes thought that the usual faculty meetings which

were used by the superintendent and principal to inform the

teachers of their policies and to issue directives have

little or no use today, giving two reasons to support her

contention. The first reason pertained to the many inven-

tions that have produced different kinds of duplicating

machines which make it feasible to provide teachers with

more bulletins than before. The second reason was that such

meetings were considered by teachers to be both boring and

ineffective. Hughes advocated a more dynamic type of meeting

in which there is cooperative planning and teacher involve-

ment.[17]

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[16]Irving Robbins, "The Faculty Conference--a Rejoin-
der," High Points, XLII (January, 1960), p. 8.

[17]Marie M. Hughes, "Pointers for Faculty Meetings
from Utah," The National Elementary Principal, XXXIII,
(February, 1954), p. 18.

Bamber conducted a study of faculty meetings in some representative schools in Pomona, California. The following are some of the trends and practices which he claimed to have been recommended by leaders in the field:

1. Problems concerning small groups are handled by committees which make studied recommendations to the staff.

2. Teachers are asked to hand in unsigned written suggestions for improving agenda and procedures.

3. Parents are invited to attend meetings. This device affords opportunities for gaining understanding of the educational program and for gaining support of it.

4. Single themes are selected and emphasized throughout one or more semesters such as "Community Relations" or "The Disturbing and Disturbed Child."

5. Community resource persons are invited to meetings as speakers or to participate in discussions.

6. Meetings start and end punctually.[18]

Stuckey sent out a questionnaire to forty-eight teachers to find their "perceptions" of the changing patterns of their meetings. The following are some of the findings of her study:

1. A trend away from grade level meetings and in the direction of meetings of committees or

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[18]Edwin E. Bamber, "Faculty Meetings in Pomona Schools" (unpublished Master's thesis, Claremont Graduate School, Claremont, California, 1960), pp. 22-23.

groups with common interests.

2. Some trends toward voluntary membership on committees and voluntary attendance at meetings.

3. A trend toward participation by status leaders as resource persons rather than as oracles.

4. A trend toward general participation by group members with much of the discussion passing from member to member.

5. A belief in the value of group process and an attempt to develop skill in using it.

6. A regard for teacher morale and security.[19]

Many educators are now having a different conception of the purpose of their faculty meetings. In the past, many meetings were held for the purpose of announcing and relating administrative policies. "More recently the purposes have been (1) to discover common interests, concerns, and problems, (2) to discuss ways of working on these, and (3) to share experiences."[20]

IV. SUGGESTIONS FOR IMPROVEMENT OF FACULTY MEETINGS

Many books, as well as educational periodicals, on school administration and supervision contain discussions of faculty meetings. Most of the discussions emphasize methods by which faculty meetings can be improved. It is the purpose

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[19]Margaret M. Stuckey, "Teachers Look at Teachers Meetings," Educational Leadership, XIII (April, 1956), pp. 442-443.

[20]Ibid.

here to present some of the most pertinent suggestions.

A common complaint of many teachers is the poor scheduling of faculty meetings. The selection of time and of days as well as length and frequency of meetings is the subject of controversy. While no definite solutions have been offered to these problems, this researcher believes the suggestions of Brubaker are worthy of consideration. Some of the most pertinent are:

1. Limit the length of the meeting to not more than one and a half hours.

2. Select the time of the day, and day of the week by popular choice of teachers.

3. Keep the number of meetings in a year to a minimum.

4. Hold meetings only if necessary.

5. Give advance notice of meeting date and time.[21]

Knezevich recommended that there should be a definite time for adjournment, whether or not all the objectives have been satisfied. He said that all the problems facing the faculty will never be solved at one meeting.[22]

It appears that more and more schools are holding meetings on school days. Meetings on Saturday mornings are

[21]Lowell K. Brubaker, "New Vistas in Principal-Faculty Relationships--Through Faculty Meetings," National Association of Secondary-School Principals Bulletin, XLVI (September, 1962), pp. 56-57.

[22]Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers, Publishers, 1962), p. 373.

not a popular practice. The main argument opposing Saturday meetings is that this practice tends to make the work week too long. Teachers feel they need this time for recreation and other personal responsibilities.

Another important factor suggested for improving faculty meetings is the need for careful planning. Schwab commented that a good meeting is as carefully planned as a good lesson.[23] In planning, the principal should not assume that he knows all the problems of teachers. Instead, teachers should be involved in determining and presenting the problems which they feel to be important. The most commonly recommended device is the planning committee. This planning committee is composed of teachers who are selected either by the principal or the teachers. The major function of this committee is to prepare the agenda for the meetings.

The development of an agenda is an important aspect that can contribute measurably to the success of teachers' meetings. Every meeting should have a purpose. The teachers' problems should be included in the agenda. Chipman found that the literature indicates that faculty meetings should consist of teachers' problems, general educational problems,

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[23]Rose L. Schwab, "How Can Faculty Meetings Be Used to Stimulate Professional Growth?" National Association of Secondary-School Principals Bulletin, XLIII (April, 1959), p. 42.

and in-service courses for professional growth.[24] A copy
of the agenda should be sent to the teachers in advance.
This will give them an opportunity to study the topics and
enable them to participate fully in the discussion.

The traditional way of holding faculty meetings where
the teachers just sit and listen has been another major
fault of teachers' meetings. Perrodin called these "the
dimensions of sitting and listening." He proposed that a
third dimension--participation--must be added if meetings
are to be made more challenging and satisfying to the
teachers.[25]

Gex offered the following suggestions which can be
considered as basic guides for planning and conducting good
staff meetings:

1. All members of the group should have an oppor-
    tunity to take part in establishing school
    policies.

2. All staff members should have an opportunity to
    participate in agenda-making, altho details of
    planning can best be carried out by smaller
    committees.

3. Staff meetings should take place in a relaxed,
    friendly, and informal atmosphere.

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[24]Ralph S. Chipman, "A Study of Faculty Meetings in
the Elementary Schools of Utah" (unpublished Master's thesis,
Brigham Young University, Provo, Utah, 1951), pp. 3-4.

[25]Alex F. Perrodin, "Participation Adds a Third Dimen-
sion to Teachers Meetings," NEA Journal, XLIII (November,
1954), p. 490.

4. Emphasis should be on program, problems, and procedures, rather than on personalities.

5. The general morale or _esprit de corps_ is a strong conditioning force making or breaking the cooperative efforts of the group. It is important that each meeting result in a sense of accomplishment.

6. Individual differences among staff members need to be recognized.[26]

The importance of a permissive atmosphere and harmonious relationships among the members of a staff is found to be essential for professional growth. There is a need to establish rapport so that every teacher will feel that he belongs to the group. Small pointed out that:

The physical climate of a meeting is important as well as the emotional climate. It should suggest unity. Comfortable chairs arranged in circular fashion provide face-to-face contact and eliminate possible "blind spots." The most important determinant on the meeting's emotional climate is the principal. He should create an atmosphere of informality tempered with seriousness of purpose.[27]

The serving of refreshments is considered to be important in promoting good relationships among the teachers. Many authorities believed this practice has a favorable effect on the members of the staff.

Another proposal to improve teachers' meetings is the

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[26]N. Louise Gex, "Staff Meetings for Professional Growth," The National Elementary Principal, XXXVI (February, 1957), p. 22.

[27]William A. Small, "Can Faculty Meetings Be Salvaged?" The Education Digest, XX (April, 1955), p. 35.

use of evaluation. Price stated that every activity should be evaluated and faculty meetings are no exceptions. The goal is to improve them.[28]

Kelleher analyzed many different guide sheets which various authors had suggested as workable tests for evaluating faculty meetings. The following questions are some that he felt to be important:

1. Was the atmosphere easy, relaxed, and comfortable?

2. Was the tempo slow, hurried, or satisfactory?

3. Were members cooperative?

4. Was participation spread?

5. Were there difficulties in communication?

6. Were members eager to speak?

7. Were members assuming responsibility for the success of the meeting?

8. Did the leader dominate the meeting?

9. Did the leader bring the specialized skill of members to bear on the problem?

10. Did the leader get a consensus?[29]

V. SUMMARY OF REVIEW OF RELATED LITERATURE

The review of literature appeared to indicate that

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[28]Price, op. cit., p. 82.

[29]Charles E. Kelleher, "The Elementary School Faculty Meeting and Its Effect on Certain School Problems" (unpublished Master's thesis, The American University, Washington, D. C., 1957), pp. 61-63.

faculty meetings can be used to improve both the teacher and the school. It can promote the teachers' professional growth if used effectively. There are different types of faculty meetings. The most effective type is the meeting that deals with the improvement of instruction.

Most articles in books and periodicals that contained a discussion of faculty meetings gave some criticisms of them. They claimed that there were many reasons why teachers are not satisfied with teachers' meetings. The criticisms ranged from the meetings being too monotonous and boring to their being oftentimes poorly planned.

However, the literature revealed that there are already many changes in the practices of planning and conducting faculty meetings. While these changes are not uniformly nationwide in scope, many school systems are continuously improving their methods and techniques in this area. Of special significance, teachers are increasingly being involved by administrators and supervisors in planning and conducting the meetings.

Many writers and educators gave suggestions as to how faculty meetings can be improved. Among the suggestions most commonly mentioned were: (1) the need for proper scheduling, (2) the importance of democratic preparation of the agenda, (3) the necessity of involving the teachers both in the preparation and conduct of the meetings, and (4) the role of evaluation in improving teachers' meetings.

CHAPTER III

PROCEDURES

The data for this investigation were gathered from two major sources: (1) a review of available literature on the subject and (2) an analysis of the data obtained from questionnaires sent to selected elementary school principals in Iowa.

I. THE QUESTIONNAIRE

The questionnaire was the major research tool used to obtain the needed information for this study. In the construction of this device, the first step undertaken by the researcher was to make an intensive review of the available literature on the subject. The purpose in doing this was to help determine the items to be included in the questionnaire.

In addition, he interviewed at length two elementary school principals in Cedar Falls, Iowa. He also attended the Cedar Falls Elementary School Principals' Meeting on October 6, 1966, and an actual faculty meeting in one of the elementary schools at a later date. These activities helped determine the items that were to be included in the questionnaire.

The researcher also made a survey of several theses

based upon faculty meetings. These were borrowed through the Interlibrary Loan Service of the State College of Iowa[*] Library. Two of the theses that were especially helpful in the construction of the questionnaire were those written by Chipman[1] and McIntire,[2] both of which were also helpful in the review of literature.

The questionnaire was then constructed in tentative form and submitted to the members of the thesis committee. Suggestions were sought from individual members in order to improve the questionnaire. It was revised on the basis of these suggestions.

After the first revision, the assistance of Dr. Gordon J. Rhum, Coordinator of Research and Evaluation of the State College of Iowa, was sought to improve further the content and form of the questionnaire. After its second revision, the questionnaire was organized in its final form. The reader can refer to it in Appendix B.

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[*]On July 1, 1967, the State College of Iowa became the University of Northern Iowa.

[1]Ralph S. Chipman, "A Study of Faculty Meetings in the Elementary Schools of Utah" (unpublished Master's thesis, Brigham Young University, Provo, Utah, 1951), pp. 91-100.

[2]Richard E. McIntire, "A Survey and Evaluation of Professional Meetings for Teachers" (unpublished Master's thesis, North Carolina College, Durham, North Carolina, 1952), pp. 85-100.

II. THE SAMPLE

The elementary school principals involved in this study were selected on the basis of the recommendations given by the Iowa State Department of Public Instruction and by personnel of the State College of Iowa who were connected with Extension work.

In selecting the original eighty school principals, the investigator gave careful consideration to the geographical location of their schools. Plans were made to include most of the areas in the State of Iowa, both large and small communities.

A list of principals was then prepared. In order to verify their names and addresses, the investigator used the Iowa Educational Directory.[3] On November 5, 1966, the following materials were mailed to the eighty principals chosen to participate in the study:

1. A letter explaining the purpose of the study and requesting assistance in completing the questionnaire. (Appendix A)

2. A copy of the questionnaire. (Appendix B)

3. A self-addressed envelope in which the completed questionnaire was to be returned.

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[3]Iowa State Department of Public Instruction, Iowa Educational Directory 1965-1966 School Year (Des Moines, Iowa, 1965), 307 pp.

By November 20, 1966, the date noted in the letter for the questionnaire to be returned, this investigator had received the first fifty completed questionnaires. Since the original intention of the researcher was to use only fifty samples, no follow-up letter was sent to the other elementary school principals. Between November 21 and December 10, 1966, however, ten more responses were received. These brought the total to sixty, or 75 per cent of the entire number sent out.

The map on the following page indicates the locations of the sixty respondents which are listed in Appendix C.

LYON   OSCEOLA   DICKINSON   X EMMET   WINNEBAGO   WORTH   MITCHELL   HOWARD   WINNESHIEK   ALLAMAKEE

SIOUX   O'BRIEN   CLAY   PALO ALTO   KOSSUTH   HANCOCK   CERRO GORDO   FLOYD   CHICKASAW

PLYMOUTH   CHEROKEE   BUENA VISTA   POCAHONTAS   HUMBOLDT   WRIGHT   FRANKLIN   BUTLER   BREMER   FAYETTE   CLAYTON

WOODBURY   IDA   SAC   CALHOUN   WEBSTER   HAMILTON   HARDIN   GRUNDY   BLACK HAWK   BUCHANAN   DELAWARE   DUBUQUE

MONONA   CRAWFORD   CARROLL   GREENE   BOONE   STORY   MARSHALL   TAMA   BENTON   LINN   JONES   JACKSON

HARRISON   SHELBY   AUDUBON   GUTHRIE   DALLAS   POLK   JASPER   POWESHIEK   IOWA   JOHNSON   CEDAR   CLINTON

   SCOTT

POTTAWATTAMIE   CASS   ADAIR   MADISON   WARREN   MARION   MAHASKA   KEOKUK   WASHINGTON   MUSCATINE

   LOUISA

MILLS   MONTGOMERY   ADAMS   UNION   CLARKE   LUCAS   MONROE   WAPELLO   JEFFERSON   HENRY   DES MOINES

FREMONT   PAGE   TAYLOR   RINGGOLD   DECATUR   WAYNE   APPANOOSE   DAVIS   VAN BUREN   LEE

SCALE MILES

IOWA

THE LOCATION OF THE SIXTY RESPONDENTS

CHAPTER IV

PRESENTATION OF DATA[*]

One of the purposes of this study was to investigate
current practices in conducting faculty meetings in some
selected elementary schools in Iowa. This chapter presents
the major findings.

The data presented here summarize the information
secured from the completed questionnaires returned by the
sixty elementary school principals. Most of the findings
were organized in table form in order to present the data
concisely. It is summarized to show extent of various
practices.

The information obtained included: (1) arrangement
for the meetings, (2) the agenda, (3) conduct of meetings,
and (4) responses of the principals to some of the questions
asked in the last part of the questionnaire. The readers
may refer to Appendix B for a copy of the questionnaire.

Table I shows that 30 per cent of the respondents
planned to hold approximately ten to fourteen faculty meet-
ings between August 20, 1966, and June 1, 1967. Almost 7
per cent planned to hold thirty to thirty-four meetings

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[*]The percentages given in the explanatory sections of
this chapter are rounded off to the nearest whole number.

TABLE I

NUMBER OF FACULTY MEETINGS PLANNED[*]

Number of faculty meetings	Number of respondents	Per cent of respondents
4-9	7	11.7
10-14	18	30.0
15-19	13	21.7
20-24	13	21.7
25-29	4	6.7
30-34	4	6.7
35-39	1	1.7
Total	60	100.2[**]

[*]This refers to the approximate total number of faculty meetings planned to be held between August 20, 1966, and June 1, 1967.

[**]The total percentages varies slightly from 100 per cent because the individual percentages were carried out to only the first decimal point. This explanation applies to the subsequent tables where percentages are given.

during the school year.

An item designed to determine the number of faculty meetings for new teachers only was included in the questionnaire and the responses were converted into percentages. Table II indicates that twenty-four principals, or 40 per cent of the respondents, noted that none of their meetings was for new teachers only. Seven of these twenty-four principals explained by stating that meetings and workshops for new teachers were usually held at the beginning of the school year. Ten principals, or around 17 per cent of the respondents, reported that the meetings they had for new teachers only were ten per cent of the total number of meetings for one academic year.

Table III shows the percentage of the meeting time that was devoted to matters of particular concern to new teachers only. According to this table, approximately 58 per cent of the principals spent five per cent or less of their meeting time on matters of particular concern to new teachers only. It may be noted that only 12 per cent of the respondents used twenty-five per cent or more of their meeting time on matters of particular concern to new teachers only.

The principals were also requested to give the approximate number of meetings which were usually held for teachers of selected grades. Again percentages were used in order to facilitate the presentation of these data. Table IV gives

TABLE II

PERCENTAGE OF MEETINGS FOR NEW TEACHERS ONLY

Approximate percentage of the meetings	Number of respondents	Per cent of respondents
0	24	40.0
10	10	16.7
20	14	23.3
25	8	13.3
50	4	6.7
Total	60	100.0

TABLE III

PERCENTAGE OF THE MEETING TIME DEVOTED TO MATTERS
OF PARTICULAR CONCERN TO NEW TEACHERS

Approximate percentage of time of meetings	Number of respondents	Per cent of respondents
0	16	26.7
5	19	31.7
10	18	30.0
25	6	10.0
33 1/3	1	1.7
Total	60	100.1

TABLE IV

PERCENTAGE OF MEETINGS FOR TEACHERS OF
SELECTED GRADES

Approximate percentage of the meetings	Number of respondents	Per cent of respondents
0	11	18.3
10	5	8.3
20	16	26.7
25	7	11.7
33 1/3	10	16.7
50	11	18.3
Total	60	100.0

this information. Over one-fourth of the principals reported
that approximately twenty per cent of their meetings were
for teachers of selected grades. It seems that a greater
proportion of meetings was devoted to matters of particular
concern to the teachers of selected grades than to the new
teachers only. About 18 per cent of the respondents had
even as much as fifty per cent of their meetings devoted to
the problems of the teachers of selected grades. No infor-
mation is available as to whether or not all the teachers
attended those meetings which were of particular concern to
the teachers of selected grades only.

Most of the schools were issuing bulletins during
the school year to reduce the need for meetings. Table V
presents the approximate number of bulletins issued during
the school year for this purpose. Twenty-three principals,
or 38 per cent, said they issued from ten to twenty-five
bulletins to minimize the necessity for holding so many
meetings. Only three principals did not issue this type of
bulletin.

It is the opinion of the investigator that the selec-
tion of the day is important in securing the teachers' coop-
eration. One item in the questionnaire was designed to
obtain information on this point. Information in Table VI
shows that Mondays and Wednesdays were the days most commonly
chosen by 63 per cent of the respondents. Of this figure,

TABLE V

NUMBER OF BULLETINS ISSUED DURING THE SCHOOL YEAR
TO REDUCE THE NEED FOR MEETINGS

Approximate number of bulletins	Number of respondents	Per cent of respondents
0	3	5.0
10-25	23	38.3
26-50	24	40.0
51-75	2	3.3
76-100	3	5.0
Indefinite	5	8.3
Total	60	99.9

TABLE VI

THE DAY OF THE WEEK WHEN MEETINGS ARE USUALLY HELD

The day of the week	Number of respondents	Per cent of respondents
Monday	20	33.3
Tuesday	12	20.0
Wednesday	18	30.0
Thursday	10	16.7
Friday	0	0.0
Saturday	0	0.0
Total	60	100.0

33 per cent of the principals chose Mondays for their meetings. The data revealed that no meetings were held on Fridays and Saturdays.

Over 90 per cent of the respondents indicated that they held their meetings after classes in the afternoon. Table VII shows the distribution of the time when meetings were usually held. Around 33 per cent of the respondents chose 3:45 p.m. as the hour for their meetings. It seems that holding meetings before classes start in the morning was not a popular practice, as only 8 per cent of the principals followed this practice. The two principals who did not have a definite time indicated stated that their faculty meetings were held sometime after school dismissal.

It seems that the practice in most of the schools was to limit meetings to an hour or less. Fifty-five principals, or 92 per cent of the respondents, gave thirty to sixty minutes as the average length of their meetings. The other five principals indicated that the average length of their meetings was from seventy-five to ninety minutes.

There was excellent attendance during the school year. This is revealed by the data shown in Table VIII. In 38 per cent of the schools, there was a one hundred per cent attendance. In 52 per cent of the schools, the attendance was from ninety-five to ninety-nine per cent.

While there was generally excellent attendance at

TABLE VII

TIME OF THE DAY WHEN MEETINGS ARE USUALLY HELD

Approximate time of the day	Number of respondents	Per cent of respondents
8:00 a.m.	3	5.0
8:15 a.m.	2	3.3
3:30 p.m.	15	25.0
3:45 p.m.	20	33.3
4:00 p.m.	18	30.0
Indefinite	2	3.3
Total	60	99.9

TABLE VIII

PERCENTAGE OF TEACHERS' ATTENDANCE IN MEETINGS
DURING THE SCHOOL YEAR

Approximate percentage of teachers' attendance	Number of respondents	Per cent of respondents
100	23	38.3
95-99	31	51.7
90-94	3	5.0
85-89	1	1.7
No response	2	3.3
Total	60	100.0

the meetings, there were times when all the teachers could
not be present. Table IX indicates the reasons for excusing
teachers from the meetings. The respondents were asked to
indicate the reason or reasons for excusing faculty members.
The responses were ranked on the basis of how frequently they
were mentioned. The most common reason given was illness.

In his review of literature, this researcher found
that one of the most common suggestions given for improving
the faculty meetings is the development of attractive agenda.
To find the extent to which agenda are prepared and used in
Iowa's elementary schools, a pertinent question was included
in the questionnaire. Table X gives the responses of the
principals to the question, "Is the agenda prepared for each
meeting?" It is important to note that a majority of the
principals were preparing agenda for each meeting. Only 13
per cent of the respondents said they were not preparing
agenda for their meetings.

The data in Table XI show the responses of the prin-
cipals to the question, "Is the agenda distributed to the
teachers in advance?" Of the fifty-two principals who pre-
pared agenda for their meetings, only 31 per cent distributed
them regularly to the teachers in advance.

The majority of the principals indicated they prepared
agenda without help from the teachers. These data are shown

TABLE IX

REASONS FOR EXCUSING STAFF MEMBERS FROM ATTENDING THE
FACULTY MEETINGS

Reasons for excusing staff members	Number of times mentioned	Rank order
Illness of a teacher	60	1
Attendance at a professional meeting out of town	53	2
Illness of a relative	41	3
School duties which seem to have precedence	26	4
Appointment a teacher has	9	5
Parent-teacher conference	6	6
Specific topics that do not apply to all the teachers	2	7

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TABLE X

RESPONSES OF THE PRINCIPALS TO THE QUESTION, "IS THE
AGENDA PREPARED FOR EACH MEETING?"

The responses	Number of respondents	Per cent of respondents
Yes	47	78.3
Usually	5	8.3
No	8	13.3
Total	60	99.9

TABLE XI

RESPONSES OF THE PRINCIPALS TO THE QUESTION, "IS THE
AGENDA DISTRIBUTED TO THE TEACHERS IN ADVANCE?"

The responses	Number of respondents	Per cent of respondents
Yes	16	30.8
Usually	5	9.6
Sometimes	15	28.8
No	16	30.8
Total	52	100.0

in Table XII. About 36 per cent of the fifty-two respondents said they were securing the cooperation of the teachers in the preparation of the agenda.

In his review of literature, this investigator found that one of the trends in faculty meetings is the practice of including in the agenda items suggested by the teachers. The extent to which this practice was being used by the elementary school principals in Iowa is shown in Table XIII. Around 38 per cent of the fifty-two respondents who prepared agenda for each meeting had approximately fifty per cent of the items suggested by the teachers. However, in 29 per cent of the schools it was still a common practice not to ask the teachers for suggestions.

It was the principal who usually presided at the meetings. Fifty-six principals, or 93 per cent of the respondents, indicated they directed the meetings themselves. The other four principals sometimes made use of a teacher or a committee chairman.

While it was usually the principals who presided at the meetings, thirty-five respondents used discussion leaders. The manner of selecting those discussion leaders is shown in Table XIV. In almost one-third of the thirty-five schools, the discussion leaders were chosen by the principals. Seven of the thirty-five principals did not explain how they chose them.

TABLE XII

DESCRIPTION OF HOW THE AGENDA OF THE MEETINGS
ARE PREPARED

How agenda are prepared	Number of respondents	Per cent of respondents
Principal does it	33	63.5
Principal with the help of a planning committee of teachers whom the principal has appointed	4	7.7
Principal with the help of a planning committee of teachers named by teachers	5	9.6
Principal with the help of teachers but not a formal committee	10	19.2
Total	52	100.0

TABLE XIII

APPROXIMATE PERCENTAGE OF THE ITEMS ON THE
AGENDA SUGGESTED BY THE TEACHERS

Approximate percentage of the items on the agenda	Number of respondents	Per cent of respondents
0	15	28.8
5	3	5.8
10	8	15.4
25	6	11.5
50	20	38.5
Total	52	100.0

TABLE XIV

HOW THE DISCUSSION LEADERS WHO PRESIDE IN THE
MEETINGS ARE CHOSEN

How discussion leaders were chosen	Number of respondents	Per cent of respondents
By the principal	11	31.4
By the teachers	9	25.7
By the principal or by the teachers	6	17.1
By the members of a committee	2	5.7
No response	7	20.0
Total	35	99.9

One of the major suggestions given by authorities is the need for providing opportunity for teachers to participate in discussions during the meetings. An item in the questionnaire was included to find out the extent to which this was practiced by the elementary school principals in Iowa. The data gathered about this practice are shown in Table XV. These data indicate that teachers were given an opportunity for active participation. Approximately 70 per cent of the principals noted that they had full teacher participation. Only five per cent had a very limited teacher participation.

Table XVI gives the responses of the principals to the question, "Do teachers air their dissatisfactions and problems during the meetings?" The table shows that most of the principals provided opportunities for teachers to express their dissatisfactions and problems during the meetings.

In the review of literature, it was found that one reason why faculty meetings are unpopular is that most of the topics discussed are about routine school matters which could be handled by means of bulletins. Some authorities suggest that one way to improve faculty meetings is to limit them to the discussion of problems which are of high interest to the teachers. To learn the nature of the problems dealt with in faculty meetings, a pertinent item was included in the

TABLE XV

THE EXTENT OF THE PARTICIPATION OF TEACHERS IN
THE DISCUSSIONS DURING THE MEETINGS*

Extent of teacher participation	Number of respondents	Per cent of respondents
Full participation	42	70.0
Somewhat limited participation	10	16.7
Relatively limited participation	5	8.3
Very limited participation	3	5.0
Total	60	100.0

*Classifications were established on the basis of
subjective analysis of the responses.

TABLE XVII-A

APPROXIMATE PERCENTAGE OF THE MEETING TIME USED IN
ANNOUNCING AND DISCUSSING SCHOOL
AND DISTRICT POLICIES

Approximate percentage of the meeting time	Number of respondents	Per cent of respondents
10 (and below)	22	36.7
20	7	11.7
25	7	11.7
33 1/3	6	10.0
50	10	16.7
75 (and above)	8	13.3
Total	60	100.1

TABLE XVII-B

APPROXIMATE PERCENTAGE OF THE MEETING TIME USED IN
DISCUSSING PROFESSIONAL LITERATURE

Approximate percentage of the meeting time	Number of respondents	Per cent of respondents
0	10	16.7
5	14	23.3
10	26	43.3
20	7	11.7
25	1	1.7
33 1/3	2	3.3
Total	60	100.0

discussing professional literature. About 43 per cent of
the respondents used approximately ten per cent of their
meeting time in discussing professional literature.

The percentage of the meeting time used in discussing
pupil problems is shown in Table XVII-C. Only seven princi-
pals, or 12 per cent, did not spend any time in discussing
pupil problems. Approximately 33 per cent used ten per cent
of their meeting time in discussing this type of problem.

Table XVII-D shows the percentage of the meeting time
used in discussing teachers' problems. About 42 per cent
of the respondents used ten per cent of their meeting time
in discussing such problems.

Table XVII-E shows that a certain per cent of the
meeting time was used in discussing newer practices and trends
in education, although there was a variation in the percentage
of the time devoted to these topics. The range was up to
fifty per cent. Approximately 75 per cent of the respond-
ents indicated that not more than twenty per cent of their
meeting time was used for this purpose.

The principals did not give particular attention to
the taking of minutes of their meetings. Fifty principals,
or 83 per cent of the respondents, reported that it was not
their practice to take the minutes of their meetings. Of the
ten principals who stated that minutes of the meetings were
taken, only five did it regularly.

Among the ten principals who indicated that minutes

TABLE XVII-C

APPROXIMATE PERCENTAGE OF THE MEETING TIME USED
IN DISCUSSING PUPILS' PROBLEMS

Approximate percentage of the meeting time	Number of respondents	Per cent of respondents
0	7	11.7
5	5	8.3
10	20	33.3
20	10	16.7
25	8	13.3
33 1/3	8	13.3
50	2	3.3
Total	60	99.9

TABLE XVII-E

APPROXIMATE PERCENTAGE OF THE MEETING TIME USED IN DISCUSSING
NEWER PRACTICES AND TRENDS IN EDUCATION

Approximate percentage of the meeting time	Number of respondents	Per cent of respondents
0	4	6.7
5	8	13.3
10	18	30.0
20	15	25.0
25	5	8.3
33 1/3	7	11.7
50	3	5.0
Total	60	100.0

TABLE XVII-D

APPROXIMATE PERCENTAGE OF THE MEETING TIME USED
IN DISCUSSING TEACHERS' PROBLEMS

Approximate percentage of the meeting time	Number of respondents	Per cent of respondents
0	2	3.3
5	4	6.7
10	25	41.7
20	8	13.3
25	13	21.7
33 1/3	7	11.7
50	1	1.7
Total	60	100.1

of the meetings were taken in their schools, six reported
that they took the minutes themselves. The other four dele-
gated the job to the teachers or a school secretary.

According to the eight principals, the minutes of
the meetings were distributed to the teachers; the other two
did not distribute the minutes.

The serving of refreshments during the meetings has
been suggested by some authorities in the field. They claim
that this is important in promoting good relationships among
the members of the staff. The prevalence of this practice
as reported by the elementary school principals involved in
this study is shown in Table XVIII. While around 73 per cent
of the respondents indicated they were serving refreshments
during the meetings, only 33 per cent were doing it regularly.

TABLE XVIII

RESPONSES OF THE PRINCIPALS TO THE QUESTION, "ARE
REFRESHMENTS SERVED AT THE MEETINGS?"

The responses	Number of respondents	Per cent of respondents
Yes	20	33.3
Sometimes	24	40.0
No	16	26.7
Total	60	100.0

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Table XIX shows the extent to which some procedures
and devices used in conducting faculty meetings were used by
elementary school principals involved in the study. The
number columns refer to the number of respondents, while the
per-cent columns refer to the percentage of the respondents.
This is also the case in Table XX. Table XIX shows that the
principal-led meetings were used regularly in 93 per cent of
the schools. While teacher-led meetings were used in over
two-thirds of the schools, they were used only occasionally.
Approximately 70 per cent of the respondents made use of the
discussion period regularly. Around 20 per cent of the
principals used reports of committees regularly. The various
devices, such as the overhead projector, films, and tapes
were rarely used by most of the principals.

The principals were also asked to evaluate each of
twelve procedures and devices for conducting faculty meetings.
Their opinions are presented in Table XX. Around 56 per cent
of the respondents rated the principal-led meetings as good.
It is important to note that while fifty-six principals used
this regularly, only fifteen believed it to be an excellent
method. The use of devices received relatively favorable
ratings, with one-third of the respondents rating the over-
head projector as an excellent device.

The principals were requested to indicate what they
felt were the most important purposes of faculty meetings.

TABLE XIX

EXTENT OF THE USE OF THE FOLLOWING PROCEDURES
AND DEVICES IN HOLDING FACULTY MEETINGS
(N-60)

Procedures and devices	Regularly Number	Per cent	Occasionally Number	Per cent	Rarely Number	Per cent	No answer Number	Per cent
Principal-led meetings	56	93.3	4	6.7	0	0.0	0	0.0
Teacher-led meetings	1	1.7	41	68.3	16	26.7	2	3.3
Outside speaker or consultant	0	0.0	37	61.7	21	35.0	2	3.3
Discussion period	42	70.0	16	26.7	2	3.3	0	0.0
Demonstration teaching	1	1.7	18	30.0	32	53.3	9	15.0
Reports of a teacher	7	11.7	44	73.3	6	10.0	3	5.0
Reports of a committee	12	20.0	39	65.0	6	10.0	3	5.0
Chalkboard	2	3.3	23	38.3	28	46.7	7	11.7
Overhead projector	0	0.0	29	48.3	26	43.3	5	8.3
Films	0	0.0	22	36.7	34	56.7	4	6.7
Tapes	0	0.0	17	28.3	36	60.0	7	11.7
Role playing	1	1.7	4	6.7	44	73.3	11	18.3

Procedures and devices	Excellent		Good		Fair		Poor		No answer	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Principal-led meetings	15	25.0	34	56.7	5	8.3	0	0.0	6	10.0
Teacher-led meetings	28	46.7	14	23.3	6	10.0	2	3.3	10	16.7
Outside speaker or consultant	15	25.0	31	51.7	7	11.7	1	1.7	6	10.0
Discussion period	35	58.3	15	25.0	2	3.3	0	0.0	8	13.3
Demonstration teaching	18	30.0	22	36.7	6	10.0	3	5.0	11	18.3
Reports of a teacher	13	21.7	26	43.3	11	18.3	0	0.0	10	16.7
Reports of a committee	13	21.7	30	50.0	8	13.3	0	0.0	9	15.0
Chalkboards	5	8.3	22	36.7	16	26.7	3	5.0	14	23.3
Overhead projector	20	33.3	29	48.3	2	3.3	0	0.0	9	15.0
Films	10	16.7	25	41.7	13	21.7	3	5.0	9	15.0
Tapes	8	13.3	22	36.7	16	26.7	4	6.7	10	16.7
Role playing	5	8.3	18	30.0	18	30.0	7	11.7	12	20.0

The five most commonly mentioned purposes were:

1. To provide for continuity and unity in the program.

2. To clear up misconceptions or to clarify policies.

3. To provide information.

4. To keep the faculty informed.

5. To keep teachers abreast of new ideas and trends in education.

The next group of purposes mentioned were:

1. To discuss solutions to problems which have arisen.

2. To improve instruction.

3. To make decisions.

4. To give teachers opportunities to express themselves on anything on their minds.

5. To keep the lines of communication open.

In an attempt to find some of the important topics that have been discussed in the last three meetings, the principals were asked to list them. The questionnaires were sent during the month of November. Therefore, the respondents' answers covered the topics of their meetings between August and November and did not necessarily reflect other topics discussed in the succeeding months of the school year. The ten most common topics discussed were chosen and ranked

according to the frequency of mention. They are:

The Topics	Rank Order
Parent-teacher conference	1
Reporting to parents	2
Use of new audio-visual devices	3
Improvement of the reading program	4
Improvement of the social studies program	5
The use of new science materials	6
School personnel policies	7
Testing and the use of test results	8
Use of the library	9
Discipline problems	10

One significant problem cited by most of the princi-
pals was the lack of time. Many felt that the teachers were
not responsive and interested in after-school meetings because
most of them were too tired. Some teachers were so eager to
go home that they refrained from participating in the dis-
cussions in order to shorten the meeting time. Some respond-
ents said that insufficient time to plan was a major problem.

The principals suggested that providing released time
for the meetings would be an effective way of improving them.
This answer was given by the majority of the respondents to
the question as to ways in which their meetings might be
improved. They believed that meetings should be limited to

an absolute minimum and that only topics of great interest should be included in the agenda. Several of the respondents suggested the use of more audio-visual devices to stimulate the teacher interest. Another suggestion for improving faculty meetings was the encouragement of more teacher participation both in planning and conducting the meetings.

CHAPTER V

SUMMARY AND INTERPRETATIONS OF THE STUDY

The purpose of this study was to investigate current
practices in conducting faculty meetings in selected ele-
mentary schools in Iowa. The information was gathered by
means of a specially constructed questionnaire which was sent
to eighty principals in the state of Iowa. The study was
limited to sixty schools whose principals returned completed
questionnaires. The following include the major findings of
this study:

1. There was a tendency to use bulletins as a means
of reducing the number of faculty meetings.

2. Mondays and Wednesdays were the days most com-
monly chosen for holding these meetings, with no meetings
ever held on Fridays or Saturdays. The great majority of
the principals held their meetings after the close of school
in the afternoon with thirty to sixty minutes as the average
length of these meetings. These findings are in agreement
with information presented in the literature reviewed.

3. There was excellent teacher attendance during the
entire school year as illustrated by the fact that in over
one-third of the schools, the attendance was one hundred
per cent. A major reason for this high level of attendance

may have been the opportunities provided teachers for full
participation in the discussion. Apparently a wide variety
of topics was included in the discussions and some atten-
tion was given to the newer practices and trends in educa-
tion.

4. Over three-fourths of the respondents noted that
an agenda was prepared prior to each meeting. It is impor-
tant to note also that there was a tendency to include in
the agenda items suggested by the teachers themselves. This
appears to be one factor which may add substantially to
teacher interest in faculty meetings. This practice appears
to be fully supported by the literature reviewed.

5. Over three-fourths of the schools reporting indi-
cated that they served refreshments at some or all meetings.
This practice is supported by numerous suggestions made in
the literature on faculty meetings.

6. There was evidence of some use of educational
media such as the overhead projector, films, and tapes in
giving vitality and meaning to faculty meetings. Although
these do not replace oral presentations and the group
dynamics of discussion, they serve the purpose of presenting
information in graphic form, thus helping toward better com-
munication.

7. In large part the faculty meetings were presided

over regularly by the principal. However, there was evidence
that teachers were often used as discussion leaders during
the meetings, thus giving them a feeling of personal involve-
ment.

CHAPTER VI

IMPLICATIONS OF THE STUDY FOR PHILIPPINE SCHOOLS

Although there are a number of implications in this
study for faculty meetings in American schools, the primary
purpose was to use the data gathered as a source of sugges-
tions for improving faculty meetings in school systems of
the Philippines. The apparent implications from this study
are set forth here in terms of guidelines. These guidelines
may serve a useful purpose as Philippine administrators and
teachers plan faculty meetings in their local school systems.
It is fully expected that any given school system in the
Philippines will modify or expand these suggested guidelines
depending upon the local situation.

I. OBJECTIVES OF FACULTY MEETINGS

It is important that the objectives to be achieved in
faculty meetings are carefully thought out and clearly under-
stood. Among some objectives to consider are:

1. To foster integration of the entire educational
program.

2. To provide opportunities for mutual exchange of
ideas and practices.

3. To present information that needs oral interpreta-
tion and thus cannot be provided by bulletins alone.

4. To give teachers an opportunity to clarify practices which they do not fully understand.

5. To enrich the professional backgrounds of teachers and encourage a desire for professional growth.

6. To make possible opportunities for socialization and fellowship among the total teaching staff.

II. PLANNING THE MEETINGS

Faculty meetings well planned in advance give better assurance that they will be both productive and of interest. This opinion is supported by the reaction of many of the Iowa principals involved in the study as well as the literature reviewed. Some of the major guidelines which have emerged from this study are as follows:

1. All teachers should be involved in the planning as the school year progresses. In the Philippines this is entirely possible as teachers are privileged to make suggestions to their grade level chairman who confer with the principal in planning the meetings.

2. The number of meetings during the school year should be held to a reasonable number. This is quite possible if bulletins and handbooks are used to inform the faculty of routine matters.

3. Particular consideration should be given to the selection of the day and the time of meetings. Normally,

these meetings should be held after the close of school on the day or days most favored by the faculty. It is especially recommended that only emergency-type meetings be held on Fridays and Saturdays.

4. Normally, meetings should start on time, close on time, and not exceed an hour's duration, although on special occasions they may be lengthened to a period of one and one-half hours. This guideline is fully supported by most of the Iowa principals responding to the questionnaire as well as by the literature reviewed.

5. Teachers should be encouraged to submit written suggestions to either their grade level chairman or to the principal's office.

III. THE AGENDA

Because of its great significance, the agenda is given separate treatment in this section. Careful planning in advance is the best assurance that the topics discussed will have importance for the teachers and in many instances will be based upon their own recommendations. Following are some of the guidelines which the administration should consider in planning each agenda:

1. An agenda should be prepared for each meeting. This agenda may include items suggested during or carried over from the preceding meeting, as well as items suggested

by faculty members prior to meeting time.

2. Preferably, the agenda should be sent to each faculty member several days prior to the meeting. If this is not feasible, the agenda should at least be posted on the office bulletin board or in the teachers' lounge.

3. The agenda should include no more topics than can be adequately treated within the faculty meeting period.

IV. CONDUCTING THE MEETINGS

The way in which faculty meetings are conducted has a most important effect upon the success of the meeting and consequently teacher morale. A friendly, informal yet businesslike atmosphere should prevail. In conducting the meetings the following guidelines deserve serious consideration:

1. It should be recognized that the principal's attitude is the most important element in promoting a spirit of goodwill and concern on the part of the faculty.

2. Emphasis should consistently be on constructive problems, stimulating ideas, and practical suggestions.

3. There should be a minimum of time given to routine matters which in most instances can be better taken care of by means of bulletin board notices and circulars.

4. Teachers should be encouraged to participate freely in the discussions, including the raising of pertinent

questions. This guideline implies that all teachers should feel the importance of conveying their thinking and opinions during the progress of the meeting rather than having only a small number dominate the discussion.

5. In larger school systems, where there are several teachers for each grade level, the single grade or subject meetings may permit more opportunities for free discussions, with special emphasis upon exchange of ideas and practices.

6. The frequent use of teacher discussion leaders will encourage teacher participation and foster the practice of group dynamics.

7. If possible, provisions should be made for ample space and comfortable chairs.

8. The use of a variety of procedures and devices in conducting the meetings is likely to develop greater teacher interest as well as better understanding. For example, the use of a panel discussion is one approach that might well be considered.

9. Meetings should be designed so as to promote fellowship among the teachers. This is especially helpful at the time when new teachers are introduced into the system or when substitute teachers are called upon for a period of time.

10. The faculty should explore the possibilities of serving refreshments. This practice as the term implies

will refresh the teachers physically after a long school day. It will also add informality to the meetings.

11. A secretary should be elected to take minutes of the meetings. These minutes make it possible to point out the highlights of each meeting. Such minutes are especially important for any faculty members who may have been absent. The minutes will also serve as a cumulative record of what has transpired throughout the school year.

12. The faculty should consider desirable ways of evaluating the meetings with subsequent constructive steps taken for their improvement.

The results of this study have impressed this investigator more than ever of the clear need of including content related to better faculty meetings for the in-service education programs of school administrators and supervisors in the Philippines. Teacher-education institutions should also pay particular attention to this by including in their course offerings for principals and supervisors units concerning faculty meetings. The writer trusts that more research studies on this topic will be conducted in the Philippines.

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APPENDICES

APPENDIX A

LETTER TO PRINCIPALS

2412 Olive Street
Cedar Falls, Iowa 50613
November 7, 1966

Dear

    I am a graduate assistant in the Department of Education and Psychology, State College of Iowa. During this academic year, I am writing a thesis in partial fulfillment of the requirements for the degree of Specialist in Education. The title of my thesis is "A Study of Faculty Meetings in Selected Elementary Schools in Iowa and Their Implications for the Philippine Schools." As implied by the title, I am a Filipino and expect to return to Manila to continue my teaching there.

    It would be a great favor if you could complete the enclosed questionnaire and return it to me by November 20, 1966. A self-addressed envelope is enclosed.

    The members of my thesis committee are Dr. Frank Martindale, Professor of Education; Mr. Alden Hanson, Foreign Student Adviser; and Dr. Guy Wagner, Director, Curriculum Laboratory.

    Anticipating your kind assistance in this important project, I am

Respectfully yours,

Romeo V. Carleta

lp

Enclosure

APPENDIX B

QUESTIONNAIRE TO PRINCIPALS

A QUESTIONNAIRE ON FACULTY MEETINGS

Name of the principal_____

Name of the school_____

Location_____   Size of the town or city_____

Number of full-time teachers in the school_____

Number of part-time teachers in the school_____

Number of pupils in the school_____

PART ONE

Please answer the following questions by filling in the blanks or by checking the appropriate items.

I. ARRANGEMENT FOR THE MEETING

1. How many faculty meetings will you hold between August 20, 1966 and June 1, 1967? (Exclude pre-school workshop.)_____

2. What day do you usually hold them? _____

3. What time of the day do you usually hold them? _____

4. What is the average length in minutes of your meetings? _____

5. Do you make use of bulletins to reduce the need for holding meetings? _____ If you do, about how many are issued during the school year? _____

6. What percent of teacher attendance do you have during the year?
_____

7. Which of the following are reasons for excusing staff members from attending faculty meetings?

_____ Illness of a teacher
_____ Illness of a relative
_____ School duties which seem to have precedence
_____ Attendance at a professional meeting out of town

Others _____

_____

_____

II. THE AGENDA   84

    1. Is the agenda prepared for each meeting? _____

    2. If so, is the agenda distributed to the teachers in advance? _____

    3. Ordinarily, what percent of the items on the agenda are suggested
        by teachers? _____

    4. Which one of the following best describes the planning of the
        agenda for faculty meetings?

        _____Principal does it
        _____Principal with the help of a planning committee of
                    teachers whom the principal has appointed
        _____Principal with the help of a planning committee of
                    teachers named by the teachers
        Other_____

        _____

III. CONDUCTING THE MEETINGS

    1. Who usually presides at the meetings? _____

    2. Is there use of a teacher discussion leader? _____
        If so, who usually selects this discussion leader? _____
        At about what percent of the meetings? _____

    3. To what extent do teachers participate in the discussions during
        the meetings? _____

        _____

    4. Do teachers air their dissatisfactions or problems during the
        meetings? _____

    5. How much of your faculty meetings is devoted to the following?
        (Please assign percentage so that the total is 100.)

        _____Announcing and discussing school and district policies
        _____Discussion of a professional literature
        _____Discussion pupils' problems
        _____Discussion of teachers' problems
        _____Discussion of newer practices and trends in education
        _____Others (Please describe briefly.) _____

        _____

        _____

6. Are refreshments served at the meetings? _____   85

7. Are minutes taken of the meetings? _____ If so, by whom?
    _____ Are those minutes distributed to the
    teachers? _____

8. Consider the entire series of faculty meetings for the academic
    year 1966-67. How many of the meetings are for new teachers only?
    _____

9. How many of the meetings are just for teachers of selected grades
    or selected subjects? _____

10. In the meetings attended by all teachers, about what percent of the
    time is devoted to matters which are of particular concern to the
    new teachers? _____

PART TWO

I. To what extent are the following used in your faculty meetings?
    (Please check your answer.)

		Regularly	Occasionally	Rarely
1.	Principal-led meeting...........			
2.	Teacher-led meeting............			
3.	Outside speaker or consultant....			
4.	Discussion period...............			
5.	Demonstration teaching..........			
6.	Reports of a teacher,...........			
7.	Reports of a committee..........			
8.	Chalkboards.....................			
9.	Overhead projector..............			
10.	Films...........................			
11.	Tapes...........................			
12.	Role playing....................			

II. What is your opinion regarding each?

		Excellent	Good	Fair	Poor
1.	Principal-led meeting...........				
2.	Teacher-led meeting............				
3.	Outside speaker or consultant....				
4.	Discussion period...............				
5.	Demonstration teaching..........				
6.	Reports of a teacher............				
7.	Reports of a committee..........				
8.	Chalkboards.....................				
9.	Overhead projector..............				
10.	Films...........................				
11.	Tapes...........................				
12.	Role playing....................				

PART THREE

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GENERAL CONSIDERATIONS

I.   What do you think are the most important purposes of faculty meetings?

II. Please list some of the more important topics that were discussed in the last three meetings of your faculty.

III. Note any significant problems related to the planning or conducting of your faculty meetings.

IV. In what ways do you feel that your faculty meetings might be improved?

APPENDIX C

LIST OF LOCATIONS OF RESPONDING SCHOOLS

LIST OF LOCATIONS OF RESPONDING SCHOOLS[*]

Ames	Estherville	Mount Pleasant
Anamosa	Fairfield (2)	Nevada
Bedford	Greenfield	Newton
Boone	Guthrie Center	Northwood
Burlington	Hampton	Osage
Carroll	Hartley	Ossian
Cedar Falls (2)	Hudson	Rockwell City
Cedar Rapids	Independence	Sheldon
Centerville	Indianola	Sioux City (2)
Charles City (2)	Iowa City (2)	Spirit Lake
Clinton	Iowa Falls	Storm Lake
Council Bluffs (2)	Keokuk (2)	Story City
Davenport	Knoxville	Sumner
Decorah	Marshalltown	Sutherland
Denison	Mason City (2)	Tama
Des Moines (2)	Monona	Waterloo
Dubuque	Monticello	Waverly

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[*]Only one school from each city or town except where indicated by numbers in parentheses.